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ABSTRACT

Developed as part of the America Reads Challenge, this booklet helps teachers and learning partners to identify "checkpoints"--what most children can do in reading and writing by developmental periods and what most children can read, by grade level. The checkpoints are grouped largely by three-year developmental periods because children of the same age and grade often grow and learn at different rates. Sections of the booklet present checkpoints for children from birth to 36 months; children three and four years of age; kindergarten students; third-grade students; sixth-grade students; ninth-grade students; and twelfth-grade students. A list of books to read at various developmental levels and text passages children at various ages should be able to read and understand are included. Contains a list of seven America Reads Challenge materials and addresses of 18 public and private organizations that are sources of literacy information. (RS)

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checkpoints for progress

In Reading and Writing for Teachers and Learning Partners

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Developed by a Subgroup of the
America Reads Challenge:
READ*WRITE*NOW Partners Group

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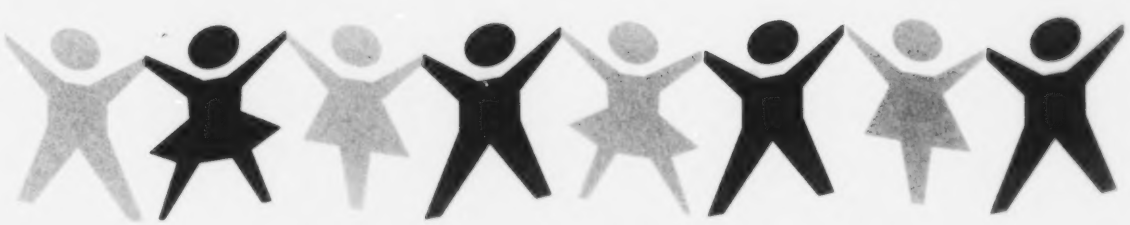

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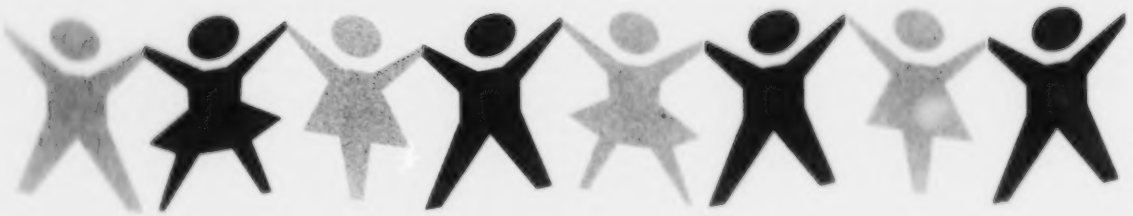


Introduction

In August 1996, President Clinton invited every American to join his America Reads Challenge to help more children read well and independently by the end of the third grade. *Checkpoints for Progress* has been developed to help teachers and learning partners to identify (1) what most children can do in reading and writing by developmental periods—birth to thirty-six months, three and four years of age, and third, sixth, ninth, and twelfth grades—and (2) what most children can read, by grade level. Since most children's formal schooling begins with kindergarten, skills for that level are also included.

The checkpoints are grouped largely by three-year developmental periods because children of the same age and grade often grow and learn at different rates. Examples of reading levels by grade are provided within each developmental period. Some children will acquire the skills of a developmental period early; others will take longer and may need to work harder. However, by the end of each developmental period, most children can obtain the described skills to read the excerpts provided. If you have concerns about a child's development, talk with the child's family. By having a series of checkpoints and examples of reading levels by grade, teachers and learning partners can accompany and assist children on the journey of reading well and independently by the end of third grade.

Checkpoints for Progress was developed by a subgroup of the America Reads Challenge: READ*WRITE*NOW! Partners Group. The subgroup first reviewed and analyzed national, state, and local checkpoints, and produced a summary document of key language skills for children. The checkpoints were then extensively discussed in focus groups consisting of families, teachers, principals, Title I teachers and coordinators, and school and public librarians. After these discussions, the checkpoints were revised to form this document. The grade-level reading examples were excerpted from the Lexile Map for Reading, developed by A. Jackson Stenner and Malbert Smith, III of MetaMetrics, Inc., in Research Triangle Park, North Carolina. The eighth and eleventh grade examples have been added specifically for this document. The American Library Association provided suggestions for books to read at various ages and grades. For more examples of books by grade level, contact your local library or bookstore.

Children From Birth to Thirty-Six Months

Most children from birth to thirty-six months can do the following:

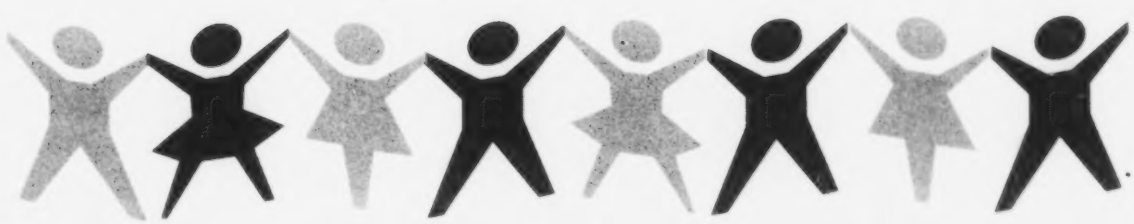
1. **As a newborn, the child listens and reacts to your voice and other sounds and expresses feelings by cooing, gurgling, smiling, and crying.**

2. **By eight months, the child plays with sounds, babbles, and:**
   - uses sounds to communicate.
   - can play peek-a-boo.
   - waves arms and kicks feet to show excitement.

3. **By twelve months, the child understands simple words and:**
   - understands and reacts to hand movements, faces, and changes in tone of voice.
   - understands simple words, such as "Da Da."
   - puts books in the mouth.
   - turns pages of sturdy books.

4. **By twenty-four months, the child puts two or more words together to make short sentences and:**
   - asks and answers simple questions.
   - can copy adult sounds, words, and motions.
   - uses crayons and markers for scribbling.

5. **By thirty-six months, the child listens well to stories being read and:**
   - likes to play pretend games.
   - loves to ask "why" questions.
   - enjoys naming objects.
   - makes scribbles that look more like writing.



Children From Birth to Thirty-Six Months

Books to read at this level:*

Birth to Eight Months:

Big Fat Hen, by Keith Baker
Ten, Nine, Eight, by Molly Bang
Play Rhymes, by Marc Brown
Goodnight Moon, by Margaret Wise Brown
Tomie DePaola's Mother Goose, by Tomie DePaola
Eye Winker, Tom Tinker, Chin Chopper: 50 Musical Finger Plays, by Tom Glazer
Rosie's Walk, by Pat Hutchins
Read Aloud Rhymes for the Very Young, by Jack Prelutsky
Have You Seen My Duckling? by Nancy Tafuri
My First Mother Goose, by Rosemary Wells

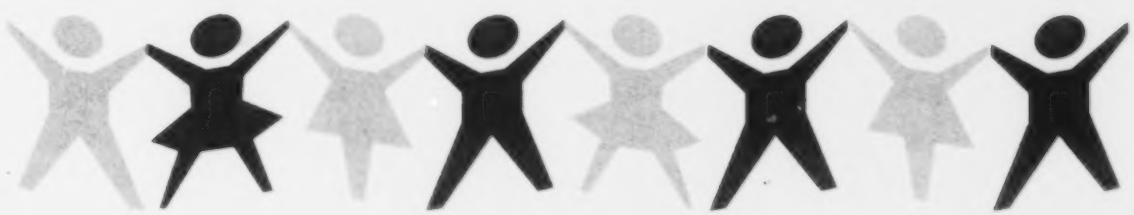
Eight to Eighteen Months:

Moon Bear, by Frank Asch
Will I Have a Friend? by Miriam Cohen
Corduroy, by Don Freeman
Where's Spot? by Eric Hill
Mama, Do You Love Me? by Barbara Joose
Peter's Chair, by Ezra Jack Keats
Pat the Bunny, by Dorothy Kunhardt
Clap Hands, by Helen Oxenbury
Seven Blind Mice, by Ed Young
"More, More, More" Said the Baby, by Vera Williams

Eighteen to Thirty-Six Months:

The Little Red Hen, by Bryon Barton
Clifford the Big Red Dog, by Norman Bridwell
Wait Till the Moon is Full, by Margaret Wise Brown
Stellaluna, by Jannell Cannon
The Very Hungry Caterpillar, by Eric Carle
Millions of Cats, by Wanda Gag
Chicka Chicka Boom Boom, by Bill Martin Jr. and Lois Ehlert
Curious George, by H.A. Rey
The Cat in the Hat, by Dr. Seuss
The Bunny Planet, by Rosemary Wells

*Books recommended by the American Library Association.



Children Three and Four Years of Age

Most children from three to four years of age can do the following:

1. The child knows the alphabet sounds and:

- plays with words and makes up silly words.
- understands ideas such as *beside*, *above*, *under*, *near*, and *far*.
- knows the names and gender of family members and other personal information.
- can count, sort, and compare.
- listens, follows directions, and can focus on a specific task.

2. The child takes turns speaking in a conversation and:

- can talk about things that happened and make up stories.
- listens attentively to stories and retells stories.
- likes being read to and knows about books.
- enjoys "reading" alone.

3. The child starts to understand the connection between spoken and written words and:

- can recognize matching sounds and some printed letters and numbers.
- knows and can make shapes such as circles and squares.
- may recognize a few words such as own name or words on signs.
- begins to draw figures that represent people, animals, and objects.
- holds a pencil or crayon the right way.
- tries to "write" as a way to tell stories and offer information by scribbling.

Children Three and Four Years of Age

Books to read at this level:*

Three and Four Years of Age:

Country Mouse and City Mouse, by Jan Brett
Stone Soup, by Marcia Brown
The Three Bears, by Paul Galdone
The Story of Ferdinand, by Munro Leaf
Make Way for Ducklings, by Robert McCloskey
Tikki, Tikki, Tembo, by Arlene Mosel
The Tale of Peter Rabbit, by Beatrix Potter
Sylvester and the Magic Pebble, by William Steig
Lyle, Lyle Crocodile, by Bernard Waber

**Books recommended by the American Library Association.*

Kindergarten Students

Most kindergarten students can do the following:

1. The student understands that print conveys meaning, and:

- uses picture clues and memory to get meaning from text.
- knows that groups of letters represent spoken words.
- turns the pages in a storybook to find out what happens next.
- makes predictions about story endings.
- uses the language and voice of stories when narrating his or her own stories.
- acts out, retells, and dictates simple stories in sequence.

2. The student can identify and name the letters of the alphabet, and:

- says the alphabet aloud.
- points out letters of the alphabet in words.
- can match upper and lower case letters.

3. The student knows that letters are associated with sounds, and:

- matches each letter with its sound.
- follows the text with his or her finger while reading.
- recognizes words that have the same beginning and ending sounds.
- tries to sound out unfamiliar words while reading aloud.
- spells words phonetically, relating letters to the sounds in words.

4. The student is developing beginning reading skills, and:

- understands the concept of a letter and a word.
- recognizes that words are made up of combinations of letters.
- tracks words left to right.
- understands the one-to-one correspondence of words.
- reads own name and other simple, common words.
- "reads" his or her written work to others.

5. The student experiments with writing, and:

- uses symbols and letters to represent words.
- writes some letters and words correctly.
- often draws pictures mixed with letters to express ideas and stories.
- "writes" from left to right, top to bottom.
- writes own name and names of family members.
- begins to explore the uses of technology for reading and writing.

6. The student knows that words can be used for various purposes, and:

- recognizes words in signs that indicate places, such as restaurants, parks, and stores.
- experiments with writing for different purposes, such as writing a (pretend) grocery list, a thank-you note, or a party invitation.

7. The student knows how books work, and:

- holds books right side up.
- reads from left to right, top to bottom, and turns pages.
- begins reading at the front of the book and moves sequentially to the back.
- uses the words and pictures in a book to tell a story.

8. The student understands what he or she reads, and:

- talks about books and stories.
- asks and answers simple questions about what he or she has read or heard.
- compares stories to personal experiences.
- compares events and characters in different stories.

9. The student enjoys reading many kinds of books, and:

- pays attention when being read to.
- has favorite books and stories.
- chooses library books of interest.
- looks at books independently.
- shows off new reading skills by reading things like road signs and food labels.

Kindergarten Students

A student who has successfully mastered these skills will be able to understand the following excerpt when it is read aloud:

KINDERGARTEN:

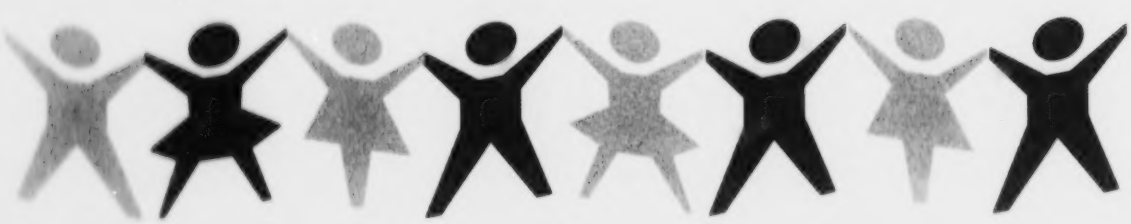
Danny and the Dinosaur, by Syd Hoff

The dinosaur covered his eyes. All the children ran to hide. The dinosaur looked and looked but he couldn't find the children. "I give up," he said. Now it was the dinosaur's turn to hide. The children covered their eyes. The dinosaur hid behind a house. The children found him. He hid behind a sign. The children found him. He hid behind a big gas tank. The children found him again. They found him again and again and again.

Books to read at this level:*

Red Light, Green Light, by Margaret Wise Brown
Fox On Wheels, by Edward Marshall
Arthur's Reading Race, by Marc Brown
Nate the Great, by Marjorie Sharmat

**Books recommended by the American Library Association.*



Third Grade Students

Most third grade students can do the following:

1. The student reads for enjoyment and information, and:

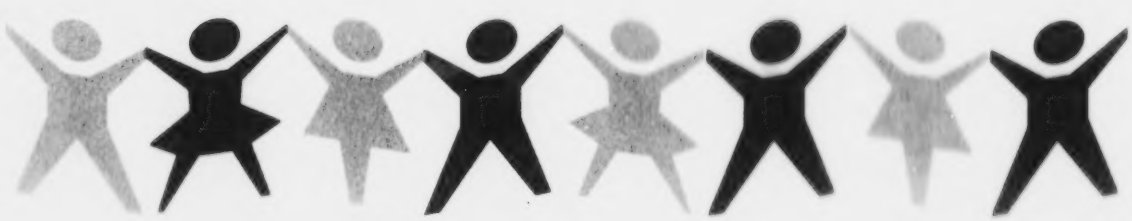
- pursues own reading interest.
- has favorite authors and types of books.
- reads primary-level fiction and nonfiction, including books with chapters.
- reads a variety of texts, including books, magazines, newspapers, and textbooks in all content areas.
- uses context clues to expand vocabulary.

2. The student improves his or her comprehension while reading a variety of simple texts, and:

- talks and writes about what he or she has read.
- thinks about what he or she already knows and relates it to literature or personal experience.
- makes, confirms, and revises predictions while reading.
- re-reads to clarify meaning or correct a misinterpretation.
- begins to make inferences.
- retells story events in proper sequence.

3. The student is a proficient reader who uses word-analysis skills to improve vocabulary and reading fluency, and:

- uses phonics and simple context clues to figure out unknown words (sounds words out, breaks words into smaller parts, looks at prefixes and suffixes, looks at surrounding words).
- learns to recognize letter/sound patterns as syllables.
- reads aloud with rhythm and information that sounds like natural speech.
- begins to correct own errors when reading aloud.



Third Grade Students

4. The student understands elements of literature such as author, illustrator, character, plot, and setting, and:

- draws conclusions about events, characters, and settings in stories.
- compares settings, characters, and events in different books.
- explains reasons for characters acting the way they do.
- evaluates whether or not a plot is realistic.
- recognizes that each piece of literature has a theme or main point.

5. The student understands the characteristics of various simple genres – fables, nonfiction, poetry, and realistic, historical, and science fiction – and:

- can explain the similarities and differences among the genres.
- writes stories that contain characteristics of selected genres.

6. The student uses appropriate language conventions in written work, and:

- spells many common words correctly.
- checks for common capitalization and end punctuation.
- begins to note errors in own work.
- writes legibly in print or cursive letters.
- makes appropriate and varied word choices.

7. The student writes to communicate information and ideas.

- generates and organizes ideas for writing.
- writes in a variety of modes (reports, poetry, letters, stories).
- begins to format writing according to purpose and audience.
- constructs several sentences on one topic in a logical order.
- includes main ideas, supporting details, and descriptive words.
- uses a variety of sentence structures.
- edits to improve his or her own work.

Third Grade Students

A student who has successfully mastered these skills should be able to read and understand the following excerpts:

First Grade:

Franklin is Bossy, by Paulette Bourgeois

In his room, Franklin built a castle. He made a cape to be brave in. He made shields and swords and suits of armor. He drew pictures. He played house. He read stories. He played by himself for one whole hour, and then he didn't know what to do. So, Franklin went looking for company. His friends were in the river, cooling off.

Books to read at this level:*

Amelia Bedelia, by Peggy Parish
Clifford the Big Red Dog, by Norman Bridwell
Freight Train, by Donald Crews
The Very Hungry Caterpillar, by Eric Carle

Second Grade:

Curious George, by H. A. Rey

The hat had been on the man's head. George thought it would be nice to have it on his own head. He picked it up and put it on. The hat covered George's head. He couldn't see. The man picked him up quickly and popped him into a bag. George was caught. The man with the big yellow hat put George into a little boat, and a sailor rowed them both across the water to a big ship.

Books to read at this level:*

Corduroy, by Don Freeman
Ira Sleeps Over, by Waber Barnard
Bony-Legs, by Joanna Cole
Where is Cuddly Cat? by June Woodman
Frog and Toad are Friends, by Arnold Lobel
There's an Alligator Under My Bed, by Mercer Mayer
Bedtime for Frances, by Russell Hoban
Freckle Juice, by Judy Blume

*Books recommended by the American Library Association.

Third Grade Students

Third Grade:

Sarah, Plain and Tall, by Patricia MacLachlan

I held my breath and floated at last, looking up into the sky, afraid to speak. Crows flew over, three in a row. And I could hear a killdeer in the field. We climbed the bank and dried ourselves and lay in the grass again. The cows watched, their eyes sad in their dinner-plate faces. And I slept, dreaming a perfect dream. The fields had turned to a sea that gleamed like sun on glass. And Sarah was happy.

Books to read at this level:*

Encyclopedia Brown, Boy Detective, by Donald J. Sobol
The Fantastic Mr. Fox, by Roald Dahl
The Boxcar Children, by Gertrude Chandler Warner

**Books recommended by the American Library Association.*

Sixth Grade Students

Most sixth grade students can do the following:

1. The student enjoys reading a wide range of materials, and:

- reads with confidence.
- reads in all content areas as part of school assignments.
- reads textbooks at the appropriate grade level.
- chooses books, newspapers, and magazines to read for fun.
- often selects complex reading material.

2. The student uses varied strategies to figure out the meaning of unfamiliar words, and:

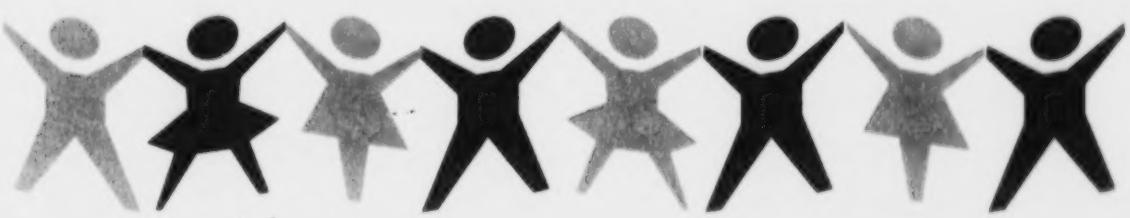
- sounds out new words when reading aloud.
- figures out what many new words mean by looking at the whole sentence and surrounding sentences.
- uses knowledge of word origins and derivations.
- consults reference materials or expert sources.

3. The student uses strategies to improve reading comprehension, and:

- re-reads, cross-checks, and discusses confusing sections with peers to confirm understanding.
- talks and writes about his or her reading.
- makes, confirms, and revises predictions.
- identifies questions to be answered while reading.
- uses prior learning to understand new reading material.
- makes connections to other pieces of literature, personal experience, and world events.
- varies reading strategies according to the purposes for reading and the nature of the text.

4. The student demonstrates an ability to read critically, and:

- can summarize information from a book or article.
- understands the author's purpose, point of view, bias, and persuasive techniques.
- recognizes the relationship between cause and effect.
- becomes aware of symbolic content.
- analyzes the arguments presented by a writer or peer.
- uses information in a book to draw conclusions and make inferences.
- uses quotations from the text to support his or her arguments.



Sixth Grade Students

5. The student demonstrates understanding of how the elements and characteristics of literature interact, and:

- recognizes whether an author is writing in the first or third person.
- explains how characters' actions, the setting, and plot support the story line and the author's purpose.
- explains character motivation.
- recognizes tone and mood.
- analyzes the effect of an author's writing style, content, and word choice.
- understands the elements of different genres.
- employs literary elements such as conflict, point of view, and plot in his or her own writing.

6. The student uses correct, appropriate language conventions in writing, and:

- writes legibly using cursive letters.
- writes effectively and clearly using standard grammar, punctuation, capitalization, and spelling in the final draft.
- uses varied sentence structure and vocabulary that enhances his or her message.
- finds basic errors in his or her own writing.

7. The student writes for a variety of situations, and:

- organizes writing to include main ideas and supporting details.
- uses descriptive language.
- uses tone and mood to suit purpose.
- develops drafts, edits, and revises work as appropriate for audience and purpose.
- integrates information from a variety of sources into his or her writing.
- includes illustrations, graphs, and quotations to support his or her text.
- uses dictionary, thesaurus, and peers as resources to improve the quality of his or her writing.
- experiments with literary techniques such as flashbacks, metaphor, and dialogue.
- produces different types of writing including reports, responses to literature, fiction, nonfiction, and poetry.

Sixth Grade Students

A student who has successfully mastered these skills should be able to read and understand the following excerpts:

Fourth Grade:

Nothing's Fair in Fifth Grade, by Barthe DeClements

Kenny was on his best behavior when our family arrived at school. Mother and Dad found Sharon's parents, and we all went to our classroom together. My folks and Sharon's are friends. Sometimes our families go camping together. I try to have fun with Sharon when Diane isn't along. It isn't easy. Sharon is interested in two things — what her mother says and how many presents she can pile up. You'd think she was an only child instead of Diane.

Books to read at this level:*

How to Eat Fried Worms, by Thomas Rockwell
Chocolate Fever, by Robert Smith
Flossie and the Fox, by Patricia C. McKissack

Fifth Grade:

Amber Brown Is Not A Crayon, by Paula Danziger

I look over at Justin. He is doing the math work very quickly. I look down at my math and then start chewing on my stub of a pencil. It would have been nice if Justin had given me a new pencil, too. Finished with his math, Justin picks up my paper and checks it out. He finds two mistakes, shows me how to do it correctly and then helps me finish up. Fractions are not my favorite thing.

Books to read at this level:*

The Cricket in Times Square, by George Selden
Bridge to Terebithia, by Katherine Paterson
The Hundred Penny Box, by Sharon Mathis
Charlotte's Web, by E. B. White

**Books recommended by the American Library Association.*

Sixth Grade Students

Sixth Grade:

Roll of Thunder, Hear My Cry, by Mildred D. Taylor

They didn't know how wide the hole actually was. Some of them took a wild guess and tried to jump it; but most of them miscalculated and fell in, to our everlasting delight. Others attempted to hop over the gullies to the forest to bypass the hole; however, we knew from much experience that they would not make it. By the time most of the students managed to get to the other side of the ditch, their clothes were dripping with the weight of the muddy water.

Books to read at this level:*

Mufaro's Beautiful Daughters, by John Steptoe
Charlie and the Chocolate Factory, by Roald Dahl
Little House in the Big Woods, by Laura Ingalls Wilder
The Great Brain, by John Fitzgerald

**Books recommended by the American Library Association.*

Ninth Grade Students

Most ninth grade students can do the following:

1. The student uses comprehension strategies to get information from a wide range of materials, and:

- reads and understands school textbooks.
- reads and understands classic novels suitable for high school reading.
- reads and understands newspapers and general audience magazines like *Time*, *Newsweek*, and *National Geographic*.
- links new information to prior knowledge and experience.
- discusses and writes extensively about the scope and nature of his or her reading.
- uses context clues and knowledge of word origins, or uses a dictionary to figure out the meaning of unknown words.

2. The student demonstrates high-level reading skills, and:

- explains a character's traits, motivation, and actions in a story or book.
- explains the theme or message of a book, story, essay, or article.
- explains how an author's writing style, word choice, and use of literary device such as metaphor affect the reader, contribute to the story, and further the author's purpose.
- compares and contrasts one story's style and message with another's.
- analyzes the arguments presented by an author, using quotations from the text to support his or her point.
- makes connections among pieces of literature, personal experiences, history, and current world events.

3. The student can summarize and combine information from different sources, and:

- reads and understands various reference materials such as bus schedules, maps, weather reports, advertisements, and recipes.
- creates graphs and charts from information such as the rate of extinction of a species over the past 100 years.

Ninth Grade Students

4. The student can find and use information in print and electronic references, and:

- looks up information in an encyclopedia (print and CD-ROM).
- uses the on-line card catalog to find books at the public library.
- uses the *Reader's Guide to Periodicals* and other reference tools to find information.
- consults multiple sources to verify facts.

5. The student continues to enjoy reading, and:

- reads a wide variety of material on myriad topics.
- explores certain genres, authors, or subjects in more depth.
- checks out books from the school and public library to read for fun.
- reads newspapers and magazines of interest.
- uses information and insight gained through reading in other situations.

6. The student writes well developed texts for a variety of purposes, and:

- applies a knowledge of the structure of the English language, correct grammar, and conventional spelling.
- produces different types of writing including reports, responses to literature, essays, fiction, and poetry.
- uses purposeful organization including main ideas, relevant facts, and supporting details.
- varies sentence structure and uses interesting vocabulary.
- uses a variety of literary techniques such as hyperbole, metaphor, and simile to engage the reader.
- includes quotations, graphics, and illustrations to enhance the text.
- edits his or her own work and integrates suggestions from adults and peers to improve the quality of his or her writing.

Ninth Grade Students

A student who has successfully mastered these skills should be able to read and understand the following excerpts:

Seventh Grade:

Old Yeller, by Fred Gipson

I hung the fresh cuts of venison up in the dog run, right where Old Yeller had stolen the hog meat the night he came. I did it for a couple of reasons. To begin with, that was the handiest and coolest place we had for hanging meat. On top of that, I was looking for a good excuse to get rid of that dog. I figured if he stole more of our meat, Mama would have to see that he was too sorry and no account to keep. But Old Yeller was too smart for that.

Books to read at this level:*

The Pigman, by Paul Zindel
The Adventures of Tom Sawyer, by Mark Twain
Mr. Popper's Penguins, by Richard and Florence Atwater

Eighth Grade:

The Hobbit, by J. R. R. Tolkien

"You need not try," said Thorin. "In fact if you can't talk about something else, you had better be silent. We are quite annoyed enough with you as it is. If you hadn't waked up, we should have left you to your idiotic dreams in the forest; you are no joke to carry even after weeks of short commons." There was nothing now to be done but to tighten the belts round their empty stomachs, and hoist their empty sacks and packs, and trudge along the track without any great hope of ever getting to the end before they lay down and died of starvation. This they did all that day, going very slowly and wearily, while Bombur kept on wailing that his legs would not carry him and that he wanted to lie down and sleep.

Books to read at this level:*

Ginger Pye, by Eleanor Estes
Lost Wreck of the Isis, by Robert D. Ballard
Little Women, by Louisa May Alcott
The Black Pearl, by Scott O'Dell

**Books recommended by the American Library Association.*

Ninth Grade Students

Ninth Grade:

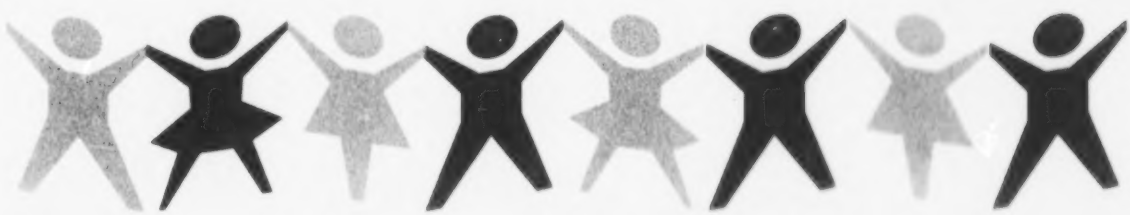
Black Beauty, by Anna Sewell

After them came a number of men on horseback, some of them in green coats, all galloping as fast as they could. The old horse snorted and looked eagerly after them, and we young colts wanted to be galloping with them, but they were soon away in the fields lower down; here it seemed as if they had come to a stand; the dogs left off barking, and ran about every way with their noses to the ground.

Books to read at this level:*

Lincoln: A Photobiography, by Russell Freedman
White Fang, by Jack London
Pride and Prejudice, by Jane Austen
The Wizard of Oz, by L. Frank Baum

**Books recommended by the American Library Association.*



Twelfth Grade Students

Most twelfth grade students can do the following:

1. The student reads to build knowledge and skills, and:

- reads a variety of texts on many subjects, inside and outside school.
- conducts research on issues of personal interest and seeks answers to questions.
- makes connections between new information and personal experiences.

2. The student reads to understand and solve problems, and:

- discovers new, existing, or different relationships among texts and across disciplines.
- recognizes that many pieces of literature have multiple interpretations.
- organizes information to solve problems.
- uses inductive and deductive reasoning to solve problems and answer questions.

3. The student reads with understanding and fluency, and:

- frequently reads lengthy and complex texts.
- uses context clues, re-reads, cross-checks, discusses with others, and uses advanced reading techniques such as scanning.
- organizes information to digest and remember it.
- converts or manipulates information to fit other learning situations.
- draws conclusions from evidence in text.
- identifies and analyzes new terminology.
- discusses and writes in depth about his or her reading experiences.

4. The student analyzes what has been read, judges the merit of the information, and:

- describes how organization and structure contribute to the meaning of a text.
- recognizes inconsistencies and examples of bias.
- identifies details that support an argument.
- evaluates texts for purpose, structure, content, detail, and effect.
- recognizes themes and literary devices and their effectiveness in delivering the author's message.

Twelfth Grade Students

5. The student can access, interpret, and convey information, and:

- uses reference materials, both print and electronic, to gather information.
- uses computers and other tools for creating visual displays of information.
- synthesizes information from a variety of sources to create a new and different product for a specific purpose.

6. The student demonstrates aesthetic appreciation of reading materials, and:

- comments on the language, including rhythm and word choice.
- explains why he or she likes characters, plots, themes, or particular writing styles.
- critically evaluates texts in regard to their plot, themes, characterization, and the effect of the setting on the story line.
- analyzes the arguments presented by an author, using quotations from the text to support his or her point.
- discusses universal, recurring themes in literature and other art forms.
- extends the reading experience through such activities as dramatic readings, creative writing, and art.

7. The student writes well-developed, coherent texts, and:

- applies a knowledge of the structure of the English language, correct grammar, and conventional spelling to aid the reader and clarify meaning.
- writes for a variety of purposes and audiences to convey a message, debate an issue, persuade, or entertain a reader.
- engages the reader and creates an organizational structure that is appropriate for a particular audience.
- uses sophisticated, descriptive language and complex sentence structure.
- uses literary techniques such as foreshadowing, symbolism, dialogue, and alliteration to create rich, complex pieces of writing.
- integrates information from a variety of sources; when appropriate, uses graphics and visuals to increase the power of his or her writing.
- develops his or her own style or voice.
- uses editorial skills and collaborates with others to refine writing.
- uses writing as a tool for learning, communication, and self-expression.

Twelfth Grade Students

A student who has successfully mastered these skills should be able to read and understand the following excerpts:

Tenth Grade:

The Wind in the Willows, by Kenneth Grahame

There was nothing to alarm him at first entry. Twigs crackled under his feet, logs tripped him, funguses on stumps resembled caricatures, and startled him for the moment by their likeness to something familiar and far away; but that was all fun, and exciting. It led him on, and he penetrated to where the light was less, and trees crouched nearer and nearer, and holes made ugly mouths at him on either side.

Books to read at this level:*

Gone with the Wind, by Margaret Mitchell
Animal Farm, by George Orwell
Heart of Darkness, by Joseph Conrad
The Three Musketeers, by Alexandre Dumas

Eleventh Grade:

David Copperfield, by Charles Dickens

Ham was quite as earnest as he. I dare say they would have said much more about her, if they had not been abashed by the unexpected coming in of Steerforth, who, seeing me in a corner speaking with two strangers, stopped in a song he was singing, and said: "I didn't know you were here, young Copperfield!" (for it was not the usual visiting room), and crossed by us on his way out. I am not sure whether it was in the pride of having such a friend as Steerforth, or in the desire to explain to him how I came to have such a friend as Mr. Peggotty, that I called to him as he was going away. But I said, modestly—Good Heaven, how it all comes back to me this long time afterwards!—"Don't go, Steerforth, if you please . . ."

Books to read at this level:*

Undying Glory, by Clinton Cox
Moby Dick, by Herman Melville
Around the World in Eighty Days, by Jules Verne
The Wolfling, by Sterling North

**Books recommended by the American Library Association.*

Twelfth Grade Students

A student who has successfully mastered these skills should be able to read and understand the following excerpts:

TWELFTH GRADE:

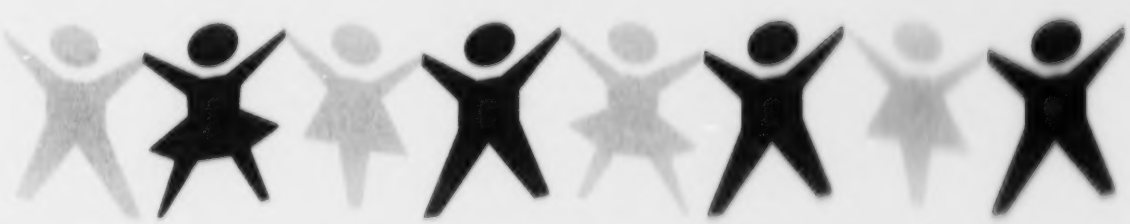
Nineteen Eighty-Four, by George Orwell

There were people sitting all over the stone-flagged floor, and other people, packed tightly together, were sitting on metal bunks, one above the other. Winston and his mother and father found themselves a place on the floor, and near them an old man and an old woman were sitting side by side on a bunk. The old man had on a decent dark suit and a black cloth cap pushed back from very white hair; his face was scarlet and his eyes were blue and full of tears.

Books to read at this level:*

The Trumpter of Krakow, by Eric P. Kelly
The Call of the Wild, by Jack London
The Great Gatsby, by F. Scott Fitzgerald
Gulliver's Travels, by Jonathan Swift

**Books recommended by the American Library Association.*



Literacy Resources

America Reads Challenge: READ*WRITE*NOW! Materials:

The READ*WRITE*NOW! Basic Kit: A basic literacy kit to get children preschool through grade six and reading partners started. The kit includes an activities book, a vocabulary log, a bookmark, and two certificates. Every public library in the country will have kits.

The Early Childhood Kits – READY*SET*READ: Two basic literacy kits – one for parents and one for caregivers – to enhance the language skills of young children from birth to age five. Each kit includes an activities book, a growth chart, and a calendar of activities for children.

The READ*WRITE*NOW! Learning Partners Guide: A guide to help tutors and learning partners work with children to develop their reading and writing skills.

The READ*WRITE*NOW! Just Add Kids! Resource Directory: A list of national organizations that can be useful in starting and supporting community reading projects.

Learning to Read, Reading to Learn: A kit for teachers and learning partners to help children with learning disabilities learn to read and become better readers. Each kit includes information about how children learn to read, tips for parents and teachers, a bibliography of early reading instruction, and a resource guide.

Checkpoints for Progress: Developmental milestones that describe the reading and writing skills children should attain by developmental period to show reading readiness or reading on level. Reading examples by grade level are also provided within each developmental period. The checkpoints are divided into two documents — one for families and communities and one for teachers and learning partners.

Simple Things You Can Do To Help All Children Read Well and Independently by the End of Third Grade: A guide for all members of the community on how to help children learn to read and become better readers. The simple suggestions are divided by types of community members, such as families, school personnel, librarians, concerned citizens, and employers. The guide also includes an outline of how to start a community literacy program.

All of these publications are available on the Internet (http://www.ed.gov). For more information on the America Reads Challenge: READ*WRITE*NOW!, call 1-800-USA-LEARN.

Literacy Resources

Federal Sources of Assistance for Children Birth Through Grade Six:

Title I and Even Start
U.S. Department of Education
Compensatory Education Programs
Office of Elementary and Secondary Education
600 Independence Avenue, SW
Room 4400 - Portals Building
Washington, DC 20202-6132

Head Start
U.S. Department of Health and
Human Services
Administration for Children and Families
Office of Public Affairs
370 L'Enfant Promenade, SW
Washington, DC 20202

Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208

Parent Training and Information Centers Program
Office of Special Education Programs
U.S. Department of Education
600 Independence Avenue, SW
Switzer Building, Room 4613
Washington, DC 20202

Child Care Bureau
U.S. Department of Health and
Human Services
Administration for Children and Families
Office of Public Affairs
370 L'Enfant Promenade, SW
Washington, DC 20202

Additional Sources of Assistance If Your Child Has a Reading or Learning Disability:

Office of Special Education Programs
U.S. Department of Education
600 Independence Avenue, SW
Switzer Building, Room 4613
Washington, DC 20202

NICHCY
P.O. Box 1492
Washington, DC 20013-1492
Web: nichcy@aed.org

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
Web: http://www.ldanatl.org

The National Library Service for the Blind and Physically Handicapped
Library of Congress
1291 Taylor Street, NW
Washington DC 20542

Literacy Resources

ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

National Association of Developmental Disabilities Councils (NADDC)
1234 Massachusetts Avenue, NW
Suite 103
Washington, DC 20005

National Center for Learning Disabilities
381 Park Avenue South, Suite 1420
New York, NY 10016

Additional Literacy Resources:

Corporation for National Service
1201 New York Avenue, NW
Washington, DC 20525
Web: http://www.cns.gov

National Institute for Literacy (NIFL)
800 Connecticut Avenue, NW
Suite 200
Washington, DC 71309-1230
Web: http://www.nifl.gov

Reading Is Fundamental, Inc. (RIF)
Publications Department
Smithsonian Institution
600 Maryland Avenue, SW, Suite 600
Washington, DC 20024-2520
Web: http://www.si.edu/rif

American Library Association (ALA)
50 East Huron Street
Chicago, IL 60611
Web: http://www.ala.org/alsc.html

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
Web: http://www.reading.org

National Center for Family Literacy
Waterfront Plaza
Suite 200
325 West Main Street
Louisville, KY 40202-4251

Sources

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Ninth Grade: Selection from *Black Beauty* by Anna Sewell.

Sources

Tenth Grade: Selection from *The Wind in the Willows* by Kenneth Grahame.

Eleventh Grade: Selection from *David Copperfield* by Charles Dickens.

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